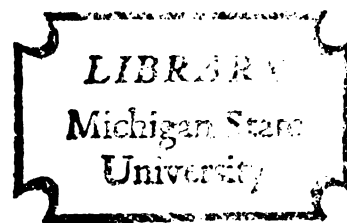


A COMPARATIVE STUDY OF POLICE PERCEPTIONS
OF POLICE TRAINING CURRICULUM TOPICS

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY
ROGER O. STEGGERDA

1971

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A COMPARATIVE STUDY OF POLICE PERCEPTIONS
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By

Roger O. Steggerda

AN ABSTRACT OF A THESIS

Submitted To

The College of Social Science

Michigan State University

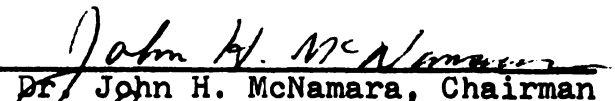
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MASTER OF SCIENCE

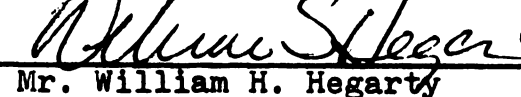
School of Criminal Justice

1971

Approved:


Dr. John H. McNamara, Chairman


Professor Louis A. Radelet


Mr. William H. Hegarty

ABSTRACT

A COMPARATIVE STUDY OF POLICE PERCEPTIONS OF POLICE TRAINING CURRICULUM TOPICS

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Roger O. Steggerda

The study investigated police perceptions of the importance of training subjects focusing on employment benefits and on public understanding. The perceived importance of these two subject categories was then examined with respect to education, experience, age, rank, and perceived childhood economic situation.

Several hypotheses were tested in the study: First, that police perceive employment benefits topics to be more important than public understanding topics; second, that perceived importance of employment benefits subjects varies inversely with educational level, while perceived importance of public understanding subjects varies directly with education; and third, that both employment benefits and public understanding subjects are perceived to be less important as experience increased.

Approximately three hundred police officers were studied from a medium-sized midwestern city. The data obtained were analysed by means of a repeated measures analysis of variance technique. The analysis resulted in confirmation of the first hypothesis and rejection of the second and third hypotheses.

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A Thesis
Presented to
the Faculty of the School of Criminal Justice
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To Jeff and Todd

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Those to whom I am indebted in this endeavor are abundant. The data were furnished by John E. Angell, who designed and executed the original study. The analysis was aided by several persons in the Office of Research Consultation, College of Education, Michigan State University. Most of the computer programming was done by persons in the Computer Institute for Social Science Research at Michigan State University.

Rather constant encouragement was provided by my colleagues, friends, teachers, and father-in-law. Thanks go also to members of my committee, Professor Louis A. Radelet and William G. Hegarty, whose task of evaluating this work is appreciated. I am especially indebted to Dr. John H. McNamara who as teacher, boss, and committee chairman has provided much more in the way of advice, criticism, and concern in the past year and a half than any student has a right to expect. Finally, to my wife, Diane, I am grateful for help in more ways than I can possibly ennumerate here.

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CHAPTER I

THE SCOPE OF THE STUDY

I. THE CONCEPTUAL FRAMEWORK

Corresponding to the recently increased attention upon the criminal justice system, in general, has been the more specific focus upon the training of personnel to work within that system. Although a general systemic view is often attempted, a substantial part of this emphasis has been on police training.

Perhaps, the most important comprehensive treatment of the current state of police training needs has been the Task Force Report on the Police.¹ In this document, the Task Force identified at a very broad level many of the deficiencies of the police and made several recommendations for resolving these deficiencies through training efforts. The recommendations of the Task Force have had no little impact. In a recent study of the comprehensive plans of the state planning agencies ("crime commissions"), McNamara has identified the rather substantial and varied

¹The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: The Police (Washington: Government Printing Office, 1967), pp. 137-43.

efforts being made by the states to improve and increase police training.²

Nor has the emphasis on police training been limited to agencies responsible for project development and funding. The concept of police training has become widely accepted both by police professionals and academicians. It is highly understandable, therefore, that these professionals and academicians look to police training programs as rather natural arenas within which correctives for the deficiencies of the police may be applied.

The general concept of the utilization of the training program for the initiation of long-range correctives for police deficiencies has inevitably led to the specification of concrete training content proposals in response to identified problems or needs. Indeed, when a deficiency of the police is identified, its implication for police training often follows.

Although most police "experts" have had occasion to recommend changes in police training content, the opportunity for the police themselves to assess the importance of various training program subject areas has been rare. Notable among

²John H. McNamara, "A Review of the 1970 State Comprehensive Plans and Their Implications for the Future of Criminal Justice Education and Training" (Paper submitted to Law Enforcement Assistance Administration, U.S. Department of Justice, 1971).

the exceptions has been the work of Watson and Sterling who, in a study of police opinions, included some items directly related to training programs.³

Failure to seek police opinions of the importance of various training subjects appears to be a rather serious omission, since knowledge of these opinions would provide substantial insight on at least two levels. First, police opinions about training content would provide some knowledge of police attitudes towards the training program and would be an important part of the evaluation of the training content. More indirectly, these opinions would be an important key to the understanding of police perceptions of their role. As McNamara has pointed out, training programs are usually designed to produce a standardized product.⁴ One's assessment of a training program is inevitably very closely related to his notions of what should characterize that standardized product.

Police perceptions of the importance of various subjects in a training curriculum thus provide some insight

³Nelson A. Watson and James W. Sterling, Police And Their Opinions (Washington: International Association of Chiefs of Police, 1969), pp. 157-60.

⁴John H. McNamara, "Role-Learning for Police Recruits: Some Problems in the Process of Preparation for the Uncertainties of Police Work" (unpublished Ph.D. dissertation, The University of California, Los Angeles, 1967), pp. 5ff.

into police perceptions of what their role should be. Moreover, it could be argued that this method of identifying police role perceptions might be even more valid than a more straight-forward approach, since a police officer is likely to be somewhat more reluctant to express honest opinions about his role than about the needs of a faceless recruit.

Of the many recruit training needs which have been identified, several have resulted from social trends. Specifically, two trends stand out in their implications for police training.

For the past decade or more, there has been an awareness of the need for greater attention to the area of police and community relations. Piloted to a great extent by the National Conference of Christians and Jews,⁵ the concept of police-community relations grew in acceptance to such an extent that it comprised a substantial portion of the Task Force Report on the Police.⁶ For several years, the popular notion of police-community relations involved the perceived need for greater understanding and

⁵And ultimately by the National Center on Police and Community Relations, Michigan State University.

⁶The President's Commission on Law Enforcement and Administration of Justice, op. cit., pp. 144ff.

acceptance of the police by the community.⁷ Of more recent vintage, however, has been the notion that greater understanding of the community by the police ought to be fostered. The implications of this notion for police training is evident: Training programs should include subjects which improve police understanding of the public they are to serve.

Corresponding to the increasing emphasis upon police-community relations training has been the increasing concern about the rights and responsibilities of public employees. Traditionally, public employment had been viewed as public service which was often characterized by selfless dedication, low pay, and questionable working conditions. Gradually, however, this view has begun to be replaced by a greater concern on the part of the public employee about work conditions, employee rights, job benefits, etc. The trend toward unionization and withholding of services by public employees is now clear to even the most casual observer.

The police have not been untouched by this trend. Increasingly, police have been attempting to achieve more benefits and higher pay through the utilization of collective bargaining procedures which often result in the withholding

⁷A worthwhile treatment of the development of Police-Community relations may be found in the initial chapters of Thomas Alfred Johnson, "A Study of Police Resistance to Police Community Relations in a Municipal Police Department" (unpublished Ph.D. dissertation, The University of California, Berkeley, 1970).

of services. A corollary to this trend has been the recommendation that police training programs include subjects to enhance understanding of police benefits, retirement systems, and collective bargaining techniques.

Thus, the perceived need for greater understanding of the public by the police and the concern about employment benefits have had a nearly simultaneous impact upon the police community. What makes this impact particularly fascinating is the suggestion that the two concepts represent opposite ends of a continuum. On the one hand, police are directing their attentions toward the public they serve in an attempt to better understand the behavior and culture of the public. On the other hand, attention is directed toward the personal benefits to be received. The first might be seen as other-directed; the second, as self-directed.

Whether or not the two concepts are as polarized as it might appear, it is clear that they present two quite different perspectives. Determination of the perceptions of police personnel towards the relative importance of inclusion of these concepts in a police training program would provide not only a measure of the perceived importance of the two training concepts but also an indication of police attitudes toward police work itself. This study seeks to determine these police perceptions.

II. THE PROBLEM

The major problem addressed in this study is this: What are the relationships between selected socio-demographic characteristics and police perceptions of the relative importance of public understanding and employment benefits as subjects in a police training curriculum?

Several associated questions are suggested. Do police perceive subjects fostering public understanding to be important to a training curriculum? Do they perceive employment benefits as an important training topic? Which is more important? What characteristics are associated with these perceptions? What is the nature of the associations?

Little information is available on the basis of which these questions might be answered. Yet, some knowledge of how the police themselves perceive the content of their training seems crucial. In their day-to-day endeavors, the police must continuously weigh their needs against their preparation. Perhaps, the police themselves are the best judges of the adequacy of their training. Knowledge of police perceptions of the importance of various training topics could be of great value in making decisions about training program content. More specifically, answers to the questions posed above could begin to fill the gaps in current knowledge about police perceptions of their own training needs.

CHAPTER II

THE HYPOTHESES AND THE VARIABLES

I. THE HYPOTHESES

The questions which have been identified above lead to the development of several hypotheses. Each of the hypotheses is related to one or both of the two dependent variables selected for study. These two variables are "public understanding" and "employment benefits."

Public understanding refers to training subjects designed to create an understanding of the behavior and culture of the public by the police. Although understanding of the police by the public is possibly an important consideration and for some years appeared to be the focus of police-community relations training, the emphasis here is on its counterpart. The specific measurement of public understanding will be discussed in CHAPTER III, but it is important to note here that the public understanding subjects of primary interest are those which focus upon understanding of minority groups, specifically blacks and southern migrants.¹

¹The population of the city in which the study was conducted is comprised of approximately 30 per cent Blacks and 30 per cent southern migrants.

Employment benefits refers to training subjects designed to acquaint the trainee with the conditions of his employment. His responsibilities as an employee are unquestionably a part of the employment conditions, but the focus here is upon those subjects dealing with the rights and benefits that accrue to him. The specific measurement of employment benefits is also discussed in CHAPTER III.

Hypothesis 1

Police perceive employment benefits subjects to be more important than public understanding subjects.

This hypothesis is based upon two impressions. First, police training programs seem to consist primarily of topics focused on the development of job skills and techniques. The development of interpersonal skills is often attempted through the teaching of "gimmicks," rather than greater understanding of people. Second, the civil service protections of the police job still constitute one of its distinct and recognized advantages.²

Many police officers are undoubtedly strongly in favor of public understanding subjects in the training curriculum. However, many other officers are quite likely to be strongly opposed to such training. It is

²Both of these impressions are supported in McNamara, op. cit., chapters 6 and 7.

predicted that perceptions regarding public understanding subjects are highly variable, with an approximately neutral typical value. On the other hand, perceptions of employment benefits are not likely to be so highly variable. While public understanding relates to an extremely controversial area, no such extreme controversy exists with respect to employment benefits. Perceptions of employment benefits training subjects are expected to be positive and less variable than public understanding.

Hypothesis 2

Perceived importance of public understanding subjects is directly related to educational level, while employment benefits subjects and educational level are inversely related.

Educational level refers to the amount of formal education received. It is expected that as amount of education increases, police perceptions of the importance of public understanding subjects will also increase. This expectation is hardly unique. Appeals for more education in the police field are often justified on the basis of arguments very closely related to that suggested by public understanding. Greater understanding of the public is a characteristic often attributed to the more educated officers. It is, therefore, predicted that the more educated officers will regard public understanding to be more important than the less educated officers.

On the other hand, as educational level and perceived importance of public understanding training subjects increase, the perceived importance of employee benefits is expected to decrease. Watson and Sterling found that as education increased, low pay was perceived to be a less important problem.³ There is no reason to expect a contrary outcome in this study.

Hypothesis 3

Police perceptions of public understanding subjects and employment benefits subjects both vary inversely with experience.

Years of experience in police work has become a common variable of interest in research on the police. This interest could be due in part to the practice of requiring specified amounts of experience for most non-patrolman jobs in the police field. It can also be partially explained by the notion that experience results in substantial attitudinal or performance differences. From either interest, years of experience appears to be worthy of careful examination.

It could be suggested that associated with years of police experience is a growing skepticism about the ability of a training program to provide answers or

³Nelson A. Watson and James W. Sterling, op. cit., p. 154.

perspectives which the more experienced officers has reached through his experience. In this sense, the perceived importance of both public understanding subjects and employment benefits subjects could be expected to decline as experience increases.

However, this does not suggest that the perceived importance of the two concepts are equivalent. Employment benefits are still expected to be of greater importance to the police officer than public understanding. Watson and Sterling found that a decrease in concern about low pay was associated with increased experience. But, even at the highest experience level, 45 per cent of the officers identified low pay as the most important problem faced by police officers as individuals.⁴

Thus, both concepts are expected to decline in perceived importance as experience increases. Employment benefits are expected to be more positive than public understanding at all experience levels.

11. THE OTHER CONCEPTS OF INTEREST

The primary hypotheses selected for testing in this study deal with an overall comparison of the two

⁴As compared to 68 per cent of the least experienced officers, Ibid.

dependent variables as well as tests of relationships between the two dependent variables and both amount of education and years of experience. In addition to these tests, relationships of rank, age, and childhood economic situation with the dependent variables will be examined.

Age

Age and rank are both definitionally rather straightforward. Their selection for examination is born not so much out of the rationale or findings in other research as out of the apparent probability that both are confounded with experience. If a confounded relationship exists, any relationship found between experience and the dependent variables could be partially explained on the basis of the confounding variable.

Because of the age restrictions on initial employment in the police field, the variables of age and experience are almost totally redundant. To the extent that they are not redundant, examination of relationships between age and the dependent variables may be meaningful. It is expected that police perceptions of the importance of both public understanding and employment benefits subjects decrease as age increases.

Rank

Rank is not so redundant with experience as is age. The lower levels of rank will be comprised of all of the levels of age and experience. However, the upper levels of rank will be comprised mostly of the upper levels of age and experience. To the extent that only older, more experienced police officers achieve the higher ranks in a department, the variables are confounded. But since all or even most older, more experienced officers do not advance to the highest ranks, examination of the relationship between the dependent variables and rank may provide some meaningful information.

It is expected that a direct relationship exists between both of the dependent variables and rank. In addition, it is expected that both of the dependent variables will be quite positive among the higher ranks. However, this positive perception may be less a measure of the two dependent variables as it is a measure of the perceived worth of the training program. It is plausible that advancement in rank is accompanied by an increased reliance on a training program to provide correctives for almost any deficiency. As such, measures on the dependent variables among the higher ranks may be best regarded as measures of the entire

training program. The question raised by this discussion cannot be answered within the scope of this study. It will, however, be an important consideration in the interpretation of the findings in the study.

Childhood Economic Situation

Childhood economic situation could be related very strongly with both public understanding and employment benefits. The lower levels of childhood economic situation appear almost certainly to related to both dependent variables, although any prediction of the nature of that relationship would be purely speculative.

Further, childhood economic situation may be partially confounded with education. The higher educational levels may be found principally among the officers who characterize their childhood economic situation as above average. The lower educational levels, on the other hand, may be found among all levels of childhood economic situation.

The nature of the possible effects of childhood economic situation on the relationship between education and the dependent variables is not possible to identify on the basis of available information. The reason for its inclusion in the study is to explore its relationships. Such an exploration may reveal more precise questions for future study.

CHAPTER III

METHODOLOGY

I. THE DESIGN OF THE STUDY

The study may be viewed most appropriately as having a survey design. Its purpose was to ascertain the attitudes and perceptions of police personnel and to attempt to discover the degree to which certain socio-demographic variables are associated with these attitudes or perceptions. One observation (in the form of a self-administered questionnaire) was taken from each participant in the study.

Such a design has rather obvious limitations. It is not possible through a "one-shot study" such as this to affirm (with confidence) any causal relationships among the variables. Given appropriate analysis techniques, together with a very well designed questionnaire, it is sometimes possible to suggest the existence of causal relationships. In this study, however, any determination of causality is precluded by the imprecise nature of the measurement technique and the limitations this imprecision imposes upon the analysis.

However, the survey technique has some distinct advantages as well. To identify attitudes or perceptions,

few controls are really necessary. The identification of the variables which tend to be associated with the attitudes and perceptions is also a task handled rather well by the survey technique. Further, the survey often suggests methods whereby causal relationships could be studied. To this extent, the survey is a highly useful technique in the researcher's quest for knowledge. And to this extent, the survey studied here may have been successful.¹

II. THE POPULATION AND THE SAMPLE

The sample consists of 301 of the sworn personnel of the Dayton (Ohio) Police Department. Although the precise number of officers in the department is not known, the sample apparently represents approximately 80 per cent of the total number of officers at that time. Excluded from the study was one shift of personnel which was not assigned during the twenty-four hour period in which the observations were taken.

It is clear that the Dayton Police Department was

¹It should be noted here that this study was designed and conducted by a party other than the author. The use of some of the data has revealed many problems in the methodology of the study. These problems notwithstanding, much meaningful information was obtained.

the target population. It is equally clear that the sample was not randomly selected. Consequently, generalization of the findings to the entire Dayton Police Department, and further, to other police officers is technically precluded.

However, some tentative generalizations appear to be legitimate. Even though the excluded shift was not likely to have been assigned in a technically random manner, it is also unlikely that its exclusion created any systematic sample bias. The lack of systematic bias in sample selection combined with the substantial percentage (80 per cent) of officers actually sampled enhances the legitimacy of generalizing to the entire department. Further, by carefully considering the characteristics of the sample and of the department itself, it is legitimate to generalize to a larger (if unknown and undefined) population which possesses similar characteristics.²

III. MEASUREMENT

The Instrument

All data were gathered by means of a pretested

²J. Cornfield and J. W. Tukey, "Average Values of Mean Squares in Factorials," Annals of Mathematical Statistics, V. 27, pp. 907-49.

questionnaire which consisted of twelve pages and required thirty to forty-five minutes to complete.³

Of the information contained in the questionnaire, only a small portion is utilized in this study. For this reason, discussion of the questionnaire will be limited to only those portions of interest to this study.

The first section of the questionnaire contains ninety subjects which might be included in a police training program. Prefacing the ninety subjects are instructions to the respondent to judge each subject according to the following Lykert-type scale:

- Circle 1 if you feel the course is absolutely essential;
- Circle 2 if you feel the course is important but not essential;
- Circle 3 if you feel the course is desirable but not important;
- Circle 4 if you feel the course is undesirable but could be offered;
- Circle 5 if you feel the course is irrelevant and should not be included.

The list of ninety courses follows the instructions. Each of the courses listed is followed by the numbers 1, 2, 3, 4, 5 for encircling by the respondent. The instructions are not repeated for each item or for each page, although the "1" column is headed by the word

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The final portion of the questionnaire provides for biographical information about the respondent. To preserve anonymity, no name was requested although the large number of such biographical questions (twelve) may have caused some scepticism about the actual anonymity. However, since the biographical data are requested at the end of the questionnaire, it is likely that any distortion of response due to this scepticism would occur in the biographical information rather than in the first section. Several of the items in this section were omitted by a large number of respondents. Some other items contained a large number of responses that appeared to be purposefully distorted. However, the five items of interest contained only three omissions and no evidence of invalid responses.

The Variables

Two dependent variables--public understanding and employment benefits--are analysed in the study. The items comprising each of these variables were determined by the use of a cluster analysis, which is

designed to identify those items which tend to be positively associated with each other. Five variables were selected which could be treated as independent variables. These variables are age, rank, education, experience, and perceived childhood economic situation.

Employment benefits. As has already been stated, employment benefits refers to training subjects designed to acquaint the trainee with the condition of his employment. Four items were identified in the cluster analysis which have a very high intra-cluster correlation (.6) and which are all related to employment benefits, as defined here. The items in the cluster are the following:

- #48. Understanding your retirement system
- #56. Review of employee benefits
- #65. Employee rights
- #81. The politics of improving police benefits

Since each of these items is answerable on a one to five ordinal scale, the total summated score for one individual on this variable may range from four to twenty. As such, a high score (above twelve) indicated a somewhat unfavorable perception of the importance of employment benefits as subjects in the training program, while a low score (below twelve) indicates a more positive perception.

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Two dependent variables--public understanding and employment benefits--are analysed in the study. The items comprising each of these variables were determined by the use of a cluster analysis, which is

designed to identify those items which tend to be positively associated with each other. Five variables were selected which could be treated as independent variables. These variables are age, rank, education, experience, and perceived childhood economic situation.

Employment benefits. As has already been stated, employment benefits refers to training subjects designed to acquaint the trainee with the condition of his employment. Four items were identified in the cluster analysis which have a very high intra-cluster correlation (.6) and which are all related to employment benefits, as defined here. The items in the cluster are the following:

- #48. Understanding your retirement system
- #56. Review of employee benefits
- #65. Employee rights
- #81. The politics of improving police benefits

Since each of these items is answerable on a one to five ordinal scale, the total summated score for one individual on this variable may range from four to twenty. As such, a high score (above twelve) indicated a somewhat unfavorable perception of the importance of employment benefits as subjects in the training program, while a low score (below twelve) indicates a more positive perception.

Public understanding. Referring to subjects designed to enhance police understanding of segments of the community, public understanding also consists of four items identified by the cluster analysis as having a very high intra-cluster correlation (also approximately .6). The items contained in this cluster are the following:

- #25. The behavior of southern migrants
- #46. Customs and habits of black people
- #67. Race relations
- #71. Understanding southern migrants

The procedure used for scoring public understanding is the same as for employment benefits.

Age. Question #1 on page ten of the questionnaire provides the age of each respondent.

- #1. Approximate age: ___21-25, ___26-30, ___31-35,
 ___36-40, ___41-45, ___46-50.
 ___51 and above.

These seven levels of age were provided in the question. The last two levels (___46-50 and 51 and above) were combined in the analysis to more closely equate the size of each group.

A definite problem exists in this type of question. The selection of levels prior to the data gathering stage results in the loss of information which could have potential meaning in the study. To illustrate, if one of the levels selected here was analysed to have a very high variance, it is possible that a very meaningful cut-off point exists somewhere within the level. More specifically,

if age level twenty-one to twenty-five was highly variable, it is possible that a large difference exists between age groups twenty-one to twenty-three and twenty-four to twenty-five. With information in pre-grouped form, it is not possible to distinguish between the subjects within a single group.

This problem could have been avoided by simply asking each respondent to identify his correct age. In this manner, groups could be formed in such a way that within group homogeneity and size would be enhanced.

Experience. Question 34 on page ten of the questionnaire provided the experience information.

- #4. How long have you been a policeman (total regardless of the number of organizations you have been employed by): ___less than 3 years, ___3 to 6 years, ___7 to 9 years, ___10 to 12 years, ___12 to 16 years, ___above 16 years.

Each of the six levels identified in the question are used in the analysis. The problem here is identical to that involving age. The question should have been open-ended to prevent possible loss of meaningful information.

Rank. Question #5 on page ten of the questionnaire reads as follows:

- #5. What is your present rank?
 ___Patrolman ___Sergeant ___Lt. ___Capt. or
 above ___civilian.

Three levels of rank were used in the analysis:

Patrolman, Sergeant, and Lt. or above. The third and fourth categories were combined due to the small number of respondents in those categories. The final category (civilian) was eliminated since only one respondent identified himself as a civilian.

Perceived childhood economic situation. Question #6 on page eleven of the questionnaire asks for the following information:

- #6. How would you characterize your childhood economic situation?
- ☐ Poverty conditions--among the poorest families in the state.
 - ☐ A little poorer than the average family in the state.
 - ☐ About average for families in the state.
 - ☐ A little above the average family in the state.
 - ☐ Wealthy--we had plenty of money in the bank.

Because of the relatively small number of persons responding in the last two categories, the analysis used three levels: below average, average, and above average.

Although several socio-economic status measures exist which may provide more valid information about one's childhood economic situation, it appears that the measure here of perceived childhood economic situation may be more highly related to the measures of interest in this study than actual childhood economic situation. Whatever a respondent's actual situation was, his perception of that

situation is likely to have had more effect on his other perceptions than his real situation would have had.

Education. Question #8 on page eleven of the questionnaire identifies the educational level of each respondent.

- #8. What is the highest level of formal education you have completed?
- ☐ below high school
 - ☐ high school
 - ☐ one year of college
 - ☐ two years of college
 - ☐ three years of college
 - ☐ four years of college
 - ☐ over four years of college

This question provides a relatively straight-forward measure of amount of education although it obviously does not provide information about the quality or emphasis of that education. Amount of education was reduced to five levels due to the small number of respondents in the higher levels. The levels used in this analysis are below high school, high school, one year college, two years college, and three or more years of college.

CHAPTER IV

ANALYSIS

I. METHODS OF ANALYSIS

Several statistical methods were employed in the analysis of the data. Initially, a correlation matrix was generated to find the correlation within each pair among the ninety training subjects listed. Utilizing the correlation matrix, a cluster analysis was conducted to identify those subjects to which the respondents tended to respond in the same way. The cluster analysis yielded ninety-eight clusters ranging from two items per cluster to sixty-three items and ranked from the highest within cluster correlation to the lowest. The initial clusters, of course, were substantially two-item clusters, while those at the lower correlation ranks tended to be much larger. However, two clusters were revealed rather early in the ranking (clusters #12 and #14) which contained four items each, and which became the two dependent variables of interest in this study.

The relationships between each of the demographic characteristics and the two dependent variables were then examined by means of a repeated measures (split-plot) design.¹

¹For explanations of the repeated measures or split-plot design, see D. R. Cox, Planning of Experiments (New York: John Wiley and Sons, 1968), pp. 142-151; Jerome L. Myers, Fundamentals of Experimental Design (Boston: Allyn and Bacon, 1966), pp. 153ff.

This design is essentially an analysis of variance technique. As such, it is equipped to detect differences between the two dependent variables, differences between the levels of the independent variable, and any interaction effects between the independent and the dependent variables.

The repeated measures design has three principal assumptions: first, the dependent variables must be normally distributed when testing random effects; second, the within cell variances must be equivalent; and third, the off-diagonal elements in the correlation matrix must be equal.

The normality assumption is not of concern in this study, since the levels of both variables were fixed rather than random. The analysis of variance F-test is robust with respect to violations of normality when testing for a fixed effect. The assumption of equality of the off-diagonal elements in the correlation matrix is met, since only two dependent variables were used. In the case of two dependent variables, only one off-diagonal cell exists. A single cell, of course, cannot be unequal to itself.

The assumption of equal within cell variances, if violated, can be met if the number of observations within all of the levels of the independent variable are equal.

However, this was not the case in this study. A question exists as to how much difference in the variances can be tolerated before the statistic becomes invalid. Although the cell variances in this study differ, the precise effects of the violation are not known.

II. RESULTS

Employment Benefits Vs. Public Understanding

Hypothesis 1 stated that police perceive employment benefits subjects to be more important than public understanding subjects. Due to the nature of the repeated measures analysis, this relationship was not tested independently, but rather was tested in connection with each of the independent variables. Inspection of TABLE I reveals that police do in fact perceive employment benefits subjects to be more important to a training curriculum than public understanding subjects.

TABLE I

SUMMARY OF RESPONSES ON THE DEPENDENT VARIABLES

	Employment Benefits Subjects	Public Understanding Subjects
Mean Score	8.014	8.838
Pooled Standard Deviation	2.537	3.181

The mean score for employment benefits subjects was 8.014, while the mean for public understanding subjects was 8.838. Further, this difference was found to be significant beyond the .001 level.

The differences may appear to be somewhat more statistically significant, however, than meaningfully significant. The relatively small difference between the means is statistically significant primarily due to the rather large number of observations ($N=291$). Inspection of the data matrices in this chapter, on the other hand, reveals that among all of the levels of all of the independent variables there exists a small but very consistent preference for employment benefits subjects (of the twenty-three levels analysed, twenty-one have a lower mean score for employment benefits subjects than public understanding subjects). Inspection of the raw scores yielded a similar result. Of the 291 responses, only 115 indicated a preference for public understanding subjects.

Thus, Hypothesis 1 is supported by the analysis.

Education

Hypothesis 2 stated that perceived importance of public understanding subjects is directly related to educational level, while employment benefits subjects

and educational level are inversely related. TABLE II reports a summary of the repeated measures analysis.

TABLE II
SUMMARY TABLE OF THE ANALYSIS OF VARIANCE
OF EDUCATION BY REPEATED MEASURES

Source Of Variation	D.F.	Mean Squares	F	Sig.
Groups	4	14.11	1.10	N.S.
Subjects within Groups	286	12.78		
Repeated Measures	1	98.97	25.03	.001
Repeated Measures X Groups	4	6.05	1.53	.20
Repeated Measures X Subjects				
Within Groups	286	3.95		
Total	581	8.55		

As reported in TABLE II no significant relationship exists between educational level and either employment benefits subjects or public understanding subjects ($F=1.10$, N.S.). The highly significant difference between repeated measures has been indicated.

The repeated measures by education interaction suggested in the hypothesis appears to be somewhat more significant than the difference between levels of education ($F=1.53$, $p=.20$). However, the significance level is too high to warrant any definitive statement about the interaction. Further, visual inspection of TABLE III reveals that the interaction exists between only two levels of

TABLE III
EDUCATIONAL LEVEL X REPEATED MEASURES DATA MATRIX

	Employment Benefits Subjects	Public Understanding Subjects
Below High School n=33	$\bar{X} = 8.455$ S = 2.807	$\bar{X} = 8.667$ S = 3.198
High School n=177	$\bar{X} = 7.972$ S = 2.687	$\bar{X} = 8.842$ S = 3.250
One Year College n=40	$\bar{X} = 7.500$ S = 2.219	$\bar{X} = 8.550$ S = 2.978
Two Years College n=29	$\bar{X} = 8.448$ S = 1.901	$\bar{X} = 9.931$ S = 3.229
Over Two Years College n=12	$\bar{X} = 8.083$ S = 1.782	$\bar{X} = 7.583$ S = 3.175

education, one of which consists of only twelve observations.

Thus, the data tended to follow the direction suggested in the hypothesis, but not with sufficient consistency or magnitude to warrant confirmation of the hypothesis. Hypothesis 2 is, therefore, rejected.

Experience

Hypothesis 3 posits that police perceptions of public understanding subjects and employment benefits subjects both vary inversely with experience. TABLE IV reports a summary of the repeated measures analysis.

TABLE IV

SUMMARY TABLE OF THE ANALYSIS OF VARIANCE
OF EXPERIENCE BY REPEATED MEASURES

Source Of Variation	D.F.	Mean Squares	F	Sig.
Groups	5	21.20	1.675	.15
Subjects Within Groups	285	12.65		
Repeated Measures	1	98.97	24.82	.001
Repeated Measures X Groups	5	3.68	.92	N.S.
Repeated Measures X Subjects Within Groups	285	3.99		
Total	581	8.55		

As indicated, there are no significant differences between experience levels, although some possible differences are suggested by the significance level of .15. Visual inspection of TABLE V reveals that a comparatively

TABLE V
EXPERIENCE X REPEATED MEASURES DATA MATRIX

	Employment Benefits Subjects	Public Understanding Subjects
Less Than 3 Years n=58	$\bar{X} = 8.397$ S = 2.582	$\bar{X} = 9.793$ S = 2.845
3 To 6 Years n=36	$\bar{X} = 7.306$ S = 2.109	$\bar{X} = 8.028$ S = 2.772
7 To 9 Years n=41	$\bar{X} = 8.098$ S = 2.343	$\bar{X} = 8.463$ S = 3.557
10 To 12 Years n=31	$\bar{X} = 7.452$ S = 2.111	$\bar{X} = 8.613$ S = 2.895
12 To 16 Years n=30	$\bar{X} = 7.967$ S = 2.356	$\bar{X} = 8.833$ S = 3.119
Above 16 Years n=95	$\bar{X} = 8.211$ S = 2.888	$\bar{X} = 8.800$ S = 3.481

sizable difference exists between the first two experience levels, but that there are no consistent differences between the remainder of the levels of experience.

No evidence can be found in either TABLE IV or TABLE V to suggest anything approaching the inverse relationships stated in the hypothesis. Further, there are no interaction effects. At every experience level, employment benefits subjects are perceived to be more important than public understanding subjects.

Thus no relationship between experience and the dependent variables can be detected.

Age

No hypothesis was stated regarding the relationship between age and the two dependent variables. The discussion in CHAPTER II, however, did suggest some expected relationships. It was suggested that age and experience were redundant to the extent that one would provide little more information than the other. It was further suggested that the perceived importance of the two training subjects areas would both decrease as age increases. TABLE VI provides a summary of the analysis.

It is clear from the table that age and experience are not totally redundant. There are significant differences

between the various age groups ($p=.005$) where no such differences were found between experience groups. Examination of TABLE VII provides some insight into the nature of the differences.

TABLE VI
SUMMARY TABLE OF THE ANALYSIS OF VARIANCE
OF AGE BY REPEATED MEASURES

Source Of Variation	D.F.	Mean Squares	F	Sig.
Groups	5	41.05	3.34	.005
Subjects Within Groups	285	12.31		
Repeated Measures	1	98.97	25.43	.001
Repeated Measures X Groups	5	9.22	2.37	.05
Repeated Measures X Subjects Within Groups	285	3.89		
Total	581	8.55		

Mean scores of each group toward both dependent variables is rather high at the youngest level (21-25) and drops dramatically for the age group 26-30, indicating a more positive attitude towards both subjects at the second age level. After age 30, however, the perceived importance again drops (scores get larger) until age group 46 and above, where perceived importance again rises. In most cases, the scores on the two variables vary together as age level changes. However, the significant age by repeated measures interaction reported in

TABLE VII
AGE X REPEATED MEASURES DATA MATRIX

	Employment Benefits Subjects	Public Understanding Subjects
21-25 Years n=53	$\bar{X} = 8.585$ $S = 2.397$	$\bar{X} = 10.113$ $S = 2.853$
26-30 Years n=53	$\bar{X} = 7.283$ $S = 2.125$	$\bar{X} = 7.981$ $S = 2.99$
31-35 Years n=41	$\bar{X} = 8.146$ $S = 2.22$	$\bar{X} = 8.195$ $S = 2.768$
36-40 Years n=55	$\bar{X} = 7.964$ $S = 2.854$	$\bar{X} = 9.418$ $S = 3.326$
41-45 Years n=50	$\bar{X} = 8.34$ $S = 2.182$	$\bar{X} = 9.02$ $S = 3.35$
46 and Above n=39	$\bar{X} = 7.744$ $S = 3.306$	$\bar{X} = 7.897$ $S = 3.455$

TABLE VI may be found between age group 31-35 years and age group 36-40 years. The perceived importance of employment benefits subjects increases at the same time as perceived importance of public understanding subjects decreases.

Contrary to what had been expected, perceived importance of employment benefits subjects remained approximately the same over all levels of age, while perceived importance of public understanding subjects increased. This is made evident if the various levels of age are combined as in TABLE VIII.

TABLE VIII
COLLAPSED CATEGORIES OF AGE X REPEATED MEASURES

	Employment Benefits Subjects	Public Understanding Subjects
21-30 years n=106	$\bar{X} = 7.934$	$\bar{X} = 9.047$
31-40 years n=96	$\bar{X} = 8.041$	$\bar{X} = 8.896$
41 years & above n=89	$\bar{X} = 8.078$	$\bar{X} = 8.528$

Inspection of TABLE VIII also aids in the interpretation of the significant age by repeated measures interaction.

Although perceptions of employment benefits subjects are always more important than public understanding subjects, they remain stable as public understanding perception scores decrease.

Thus, several conclusions may be drawn. Police perceptions of the importance of employment benefits subjects and public understanding subjects differ significantly by age group; police perceive employment benefits subjects to be more important than public understanding subjects across all age groups; and police perceptions of employment benefits subjects remains relatively stable over all age groups while perceptions of public understanding subjects become more positive as age increases.

Rank

In CHAPTER II, it was suggested that a direct relationship exists between both of the dependent variables and rank, that is, that as rank increases, perceived importance of both dependent variables increase as well. TABLE IX reports a summary of the analysis.

On the basis of the information in TABLE IX, it can reasonably be concluded that perceived importance of the training subjects differs on the basis of rank ($p=.075$). More important is the significant interaction

between rank and the two training subjects ($p=.005$).

TABLE IX

SUMMARY TABLE OF THE ANALYSIS OF VARIANCE
OF RANK BY REPEATED MEASURES

Source Of Variation	D.F.	Mean Squares	F	Sig.
Groups	2	35.08	2.77	.075
Subjects Within Groups	288	12.65		
Repeated Measures	1	98.97	25.73	.001
Repeated Measures X Groups	2	23.58	6.13	.005
Repeated Measures X Subjects Within Groups	288	3.85		
Total	581	8.55		

TABLE X provides the information necessary to understand these relationships.

TABLE X

RANK X REPEATED MEASURES DATA MATRIX

	Employment Benefits Subjects	Public Understanding Subjects
Patrolman n=232	$\bar{X} = 8.00$ $S = 2.488$	$\bar{X} = 9.065$ $S = 3.147$
Sergeant n=41	$\bar{X} = 8.244$ $S = 2.870$	$\bar{X} = 8.585$ $S = 3.571$
Lt. and above n=18	$\bar{X} = 7.667$ $S = 2.544$	$\bar{X} = 6.5$ $S = 2.2$

While a rather significant difference is detected between the ranks, inspection of TABLE X reveals that most of the difference occurs with respect to public understanding subjects. Perceptions of the importance of employment benefits subjects is fairly similar across ranks while public understanding subjects is perceived to be more important as rank increases. It is apparent that the differences in employment benefits perceptions are not sufficient to reach a significant level. The significance levels reached for both differences between ranks and rank by measures interaction appear to be a result of the substantial differences in the perceived importance of public understanding subjects.

Thus, as expected, perceived importance of the two training subjects is quite high among the advanced ranks. It is possible that this increase in perceived importance is as much a result of more positive attitudes toward the entire training program among the upper ranks as it is a measure of the two specific training subjects. However, this possibility does not detract from the importance of the interaction effect. Whatever the reasons are for the lower overall scores in the highest ranks, the perceived relative importance of the two subjects was reversed, indicating that as rank increases a positive

shift in perception of public understanding subjects also occurs.

Childhood Economic Situation

In CHAPTER II, no relationships between childhood economic situation and the two training subjects were suggested. The characteristic was included in this study in an attempt to identify possible relationships, and to identify possible questions to be studied further. TABLE XI is a summary of the analysis.

TABLE XI
SUMMARY TABLE OF THE ANALYSIS OF VARIANCE
OF CHILDHOOD ECONOMIC SITUATION
BY REPEATED MEASURES

Source Of Variation	D.F.	Mean Squares	F	Sig.
Groups	2	19.67	1.54	N.S.
Subjects Within Groups	288	12.75		
Repeated Measures	1	98.97	25.03	.001
Repeated Measures X Groups	2	8.20	2.07	.15
Repeated Measures X Subjects Within Groups	288	3.95		
Total	581	8.55		

It is clear that no significant differences exist between perceived childhood economic situation and perceived importance of the two training subjects. Nor is there any significant interaction between childhood

economic situation and the dependent variables. Inspection of TABLE XI reveals no information which might explain or suggest a relationship between childhood economic situation and perceived importance of the two training subjects. However, examination of TABLE XII may yield some impressions.

TABLE XII
CHILDHOOD ECONOMIC SITUATION X
REPEATED MEASURES DATA MATRIX

	Employment Benefits Subjects	Public Understanding Subjects
Below Average n=107	$\bar{X} = 8.430$ $S = 2.469$	$\bar{X} = 9.056$ $S = 2.971$
Average n=145	$\bar{X} = 7.807$ $S = 2.716$	$\bar{X} = 8.552$ $S = 3.293$
Above Average n=39	$\bar{X} = 7.641$ $S = 1.885$	$\bar{X} = 9.308$ $S = 3.518$

The data suggest that perceived importance of employment benefits subjects may increase as perceptions of childhood economic situation proceed from "poor" to "wealthy." At the same time, however, respondents who perceive their childhood economic situation to have been average are somewhat more positive in their perceptions of the importance of public understanding subjects than

those who perceived their situation to have been either above or below average. It is interesting to note that the group who perceived their childhood economic situation as "above average" was more positive in the perceived importance of employment benefits subjects than either of the other groups; the "above average" group was also the least favorable of all the groups toward public understanding subjects. This situation aids in the interaction effect in TABLE XI which fell just short of the required significance level ($p=.15$). Thus, no significant relationship appears to exist between perceptions of one's childhood economic situation and perceptions of the importance of employment benefits subjects and public understanding subjects in a police training curriculum. However, the relative importance of the two training subjects seems sufficiently related to perceived childhood economic situation to warrant further study.

CHAPTER V

SUMMARY AND IMPLICATIONS

Throughout this study the perceptions of the importance of training topics focused on employment benefits and on public understanding have been examined among police officers from a municipal police department. Following a direct comparison of police perceptions of the importance of these two training topics, several characteristics were examined to further explain these perceptions.

In the test of Hypothesis 1, a significant difference was found between police perceptions of the importance of employment benefits subjects and their perceptions of the importance of public understanding subjects. Employment benefits subjects were rather consistently considered more important than public understanding subjects. However, as was noted in CHAPTER IV, this difference is probably more significant than meaningful. Mean scores could range from four to twenty. The mean scores on the two subjects were 8.014 and 8.838, indicating that perceptions of both were positive as well as that they were separated by less than one point.

Achievement of significance with such a small difference

was facilitated by three conditions. First, the variability of response on each subject was relatively small; second, the number of observations was quite large; and third, the preference for employment benefits subjects, while small, was very consistent.

Both Hypotheses 2 and 3 were rejected. No significant relationships were found between perceived importance of the two training subjects and either education or experience. In the case of educational level, the data tended to follow the direction suggested in the hypothesis but with neither sufficient consistency nor magnitude to achieve significance. Across the levels of experience, however, the data did not follow any perceivable direction. Experience appears to be totally unrelated to the two dependent variables.

The perceived importance of the two training subject areas was then examined with respect to age, rank, and childhood economic situation. Although no hypotheses were developed with respect to these variables, several conclusions may be drawn.

A significant relationship exists between age and the police perceptions. Across all age groups, police perceived employment benefits subjects to be more important than public understanding topics. However, the perceptions

differ significantly by age group, due primarily to increases in perceived importance of public understanding subjects with increases in age. Perceived importance of employment benefits subjects remained relatively stable across age groups.

The perceptions also differed significantly on the basis of rank. At the patrolman level, employment benefits were seen as more important, but at the highest rank group (Lt. and above) public understanding subjects were more important. It should be noted that both topics were perceived more important within the highest rank group than within any other rank. Further, the within group variability was least in the highest group. From this information, it is apparent that the upper ranks are both more homogeneous and more positive in their perceptions of public understanding subjects than lower ranks.

No significant relationships were found between perceptions of the training subjects and perceived childhood economic situation. The achievement of significance was seemingly hampered by the disparities in variability. For example, among the group who perceived their childhood economic situation to be above average, the standard deviation of the subjects' perceptions of public understanding subjects was nearly double that of employment benefits.

Although significance was not reached, the data suggest some interesting interpretation. Perceived importance of employment benefits subjects seems directly related with childhood economic situation. Perceived importance was highest in the above average group. On the other hand, public understanding subjects were perceived most important by the average group. Both above average and below average saw public understanding subjects as less important than the average group did.

The validity and generalizability of these results, however, are limited in some important ways. It appears that the assumption of equality of variance was violated, and that this violation did effect the results. It is quite possible that if the cell variances had been equal the differences between ranks may not have been significant, and that a significant difference may have been found for childhood economic situation.

Several factors exist in this study which detract from the generalizability of the findings. The sample can be considered to be only a sample of the Dayton Police Department. Even though it was not randomly selected, the large percentage of Dayton Police Officers participating in the study and the lack of any apparent systematic sample bias increase the likelihood that the sample was

representative of the Dayton Police. Yet, any generalizations beyond the Dayton Police must be very tentative. Any population to which these findings may be generalized must resemble very closely the characteristics of the Dayton Police Department, police officers, and community.

Further, the relatively small differences detected in this study, although statistically significant, may not possess sufficient meaning to warrant any strong generalizations. Again, any generalizations must be made tentatively.

Several ideas are suggested by this study. It appears that among police officers in a community similar to Dayton, Ohio, employment benefits subjects and public understanding subjects are both perceived to be important to police training. Of the two, the greater importance is given to employment benefits subjects. Both subjects are perceived to be very important by the upper ranks of the department, although the differences among ranks are much greater for public understanding subjects than employment benefits subjects.

More specific statements are not warranted by this study. Further study of these relationships should be conducted using a research design which allows the detection only of differences that are meaningful and

which enables the researcher to analyse the interactions between several of the independent variables. With a crossed and balanced design, it would be possible to examine all of the combinations of educational level, experience, and childhood economic situation, for example, to determine the ways in which these variables interact with each other in the development of perceptions.

Future study should be conducted not only to examine police perceptions of a variety of potential training topics, but should attempt also to compare the perceptions of police practitioners with the perceptions of police scholars, etc. Successful implementation of new or unique training ideas would be much more likely if the perceptions of police personnel towards those ideas were both known and considered.

Finally, it should be suggested that study of police perceptions will need ultimately to be extended to study of police behavior as well. It is becoming increasingly apparent that perceptions or attitudes vary greatly in efficiency as predictors of behavior. Possibly, further study of perceptions could be of greatest worth if regarded as supplementary to a more direct study of behavior.

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APPENDIX

STATEMENT OF PURPOSE

This questionnaire is designed to get your perceptions of training needs and relevant control factors. We hope this will give us information about differences among various groups of officers which would dictate differences in training needs. We expect to use this information to improve our training and make it more relevant to you.

General Instructions

Specific instructions will be given before each of the four sections in this questionnaire. However, it is important that each response you make reflects your personal opinion, knowledge, or feeling regardless of what you believe other people think.

Section I. The following are courses which might be offered in a police training program, although many are not offered at the present time. Forgetting the curriculum you are familiar with, how important do you believe each of the following courses would be to you personally? Forget about what others think, be an individual and express your own feelings.

- Circle 1 if you feel the course is absolutely essential.
Circle 2 if you feel the course is important but not essential.
Circle 3 if you feel the course is desirable but not important.
Circle 4 if you feel the course is undesirable but could be offered.
Circle 5 if you feel the course is completely irrelevant and should not be included.

	<u>Essential</u>				<u>Exclude</u>
1. The role of the supervisor	1	2	3	4	5
2. Departmental rules and regulations	1	2	3	4	5
3. How to "Win Friends and Influence People"	1	2	3	4	5
4. Handling of intoxicated, mentally ill persons, and delinquents	1	2	3	4	5
5. Promotion of morale in the department	1	2	3	4	5
6. Expertise in report writing	1	2	3	4	5
7. Functions of the F.O.P.	1	2	3	4	5

	<u>Essential</u>				<u>Exclude</u>
8. Money escort and transfer	1	2	3	4	5
9. Community respect for their local police	1	2	3	4	5
10. Criminal law	1	2	3	4	5
11. Analysis and investigation of subversive activities	1	2	3	4	5
12. Handling sick and injured persons (first aid)	1	2	3	4	5
13. Rules of evidence, arrest, search and seizure	1	2	3	4	5
14. Police Traffic Supervision (direction, acc. investigation, law enforcement). .	1	2	3	4	5
15. Advantages of Capitalism	1	2	3	4	5
16. Function of the Supreme Court in the area of law making and review	1	2	3	4	5
17. How to shoot accurately	1	2	3	4	5
18. The need for police in our society . .	1	2	3	4	5
19. Rehabilitation of alcoholics, drug addicts, and the mentally ill	1	2	3	4	5
20. Prevention of riots	1	2	3	4	5
21. Crime scene investigation techniques. .	1	2	3	4	5
22. Self-defense and arrest techniques. . .	1	2	3	4	5
23. Functions and techniques of collective bargaining	1	2	3	4	5
24. Letter writing.	1	2	3	4	5
25. The behavior of southern migrants . . .	1	2	3	4	5
26. How to assist merchant's to improve the security of their business.	1	2	3	4	5
27. Nuisance complaints--barking dogs, liquor law violation, bats in basement	1	2	3	4	5

	<u>Essential</u>					<u>Exclude</u>				
28.	The importance of law enforcement in modern society.	1	2	3	4	5				
29.	When to use your firearm.	1	2	3	4	5				
30.	Social Welfare Department duties and services.	1	2	3	4	5				
31.	Politics and law enforcement	1	2	3	4	5				
32.	Firearms registration and control laws and their enforcement	1	2	3	4	5				
33.	Studying for college courses	1	2	3	4	5				
34.	How to command respect from the people you encounter	1	2	3	4	5				
35.	Crime prevention	1	2	3	4	5				
36.	Civil Service regulations	1	2	3	4	5				
37.	Patrol and pursuit driving	1	2	3	4	5				
38.	Inspecting automobiles for safety	1	2	3	4	5				
39.	Handling sick, injured, dangerous animals	1	2	3	4	5				
40.	Civil defense and disaster relief	1	2	3	4	5				
41.	Improving race relations	1	2	3	4	5				
42.	First aid	1	2	3	4	5				
43.	Understanding subversive activities	1	2	3	4	5				
44.	Causes of crime	1	2	3	4	5				
45.	Mob psychology.	1	2	3	4	5				
46.	Customs and habits of black people	1	2	3	4	5				
47.	Judo.	1	2	3	4	5				
48.	Understanding your retirement system	1	2	3	4	5				
49.	The problems of the poor	1	2	3	4	5				

	<u>Essential</u>					<u>Exclude</u>				
50.	How to become a police specialist (fingerprints, polygraph, organization . 1 2 3 4 5									
51.	Understanding the behavior of your fellow officers. 1 2 3 4 5									
52.	Police community relations 1 2 3 4 5									
53.	Ways and means to promote the passage of good legislation in the area of law enforcement. 1 2 3 4 5									
54.	Courtroom procedure and testifying (adult and juvenile) 1 2 3 4 5									
55.	Study of Communism, Revolutionary Left, Militant Blacks, and student unrest. . . 1 2 3 4 5									
56.	Review of employee benefits 1 2 3 4 5									
57.	How to command respect from subordinates 1 2 3 4 5									
58.	How police policy is developed 1 2 3 4 5									
59.	How to speak in public and get your views across 1 2 3 4 5									
60.	The role of the police in protection of life and property 1 2 3 4 5									
61.	Firearms safety. 1 2 3 4 5									
62.	Crowd and riot control 1 2 3 4 5									
63.	Handling of domestic disputes 1 2 3 4 5									
64.	Professionalism in law enforcement . . . 1 2 3 4 5									
65.	Employee rights. 1 2 3 4 5									
66.	The role of the police in a democratic society 1 2 3 4 5									
67.	Race relations 1 2 3 4 5									
68.	How police officers can prevent crime . 1 2 3 4 5									
69.	Ways and means to oppose laws that are unconstitutional or unenforceable. . 1 2 3 4 5									

		<u>Essential</u>				<u>Exclude</u>			
70.	The role of the police in keeping the peace.	1	2	3	4	5			
71.	Understanding southern migrants	1	2	3	4	5			
72.	Handling your family and private life	1	2	3	4	5			
73.	The meaning of violence	1	2	3	4	5			
74.	Professional behavior for the police officer	1	2	3	4	5			
75.	How to conduct a crime scene search	1	2	3	4	5			
76.	Major citizen complaints about police	1	2	3	4	5			
77.	Interviewing techniques	1	2	3	4	5			
78.	Report writing	1	2	3	4	5			
79.	Laws of arrest	1	2	3	4	5			
80.	How to pass promotional exams	1	2	3	4	5			
81.	The politics of improving police benefits	1	2	3	4	5			
82.	Transporting sick and injured persons	1	2	3	4	5			
83.	Checking buildings	1	2	3	4	5			
84.	Sunday closing laws	1	2	3	4	5			
85.	How to figure your income taxes	1	2	3	4	5			
86.	Disciplining children	1	2	3	4	5			
87.	Handling bank robberies	1	2	3	4	5			
88.	Con games	1	2	3	4	5			
89.	The psychology of deviates	1	2	3	4	5			
90.	Prisoner problems	1	2	3	4	5			

Section II. Answer the following as accurately as you possibly can.

1. How many training programs outside the department has the police department sent you to?

_____ 0

_____ 1 or 2

_____ 3 or 4

_____ 5 or 6

_____ 7 or more

2. For the type of job you now hold, do you feel your training has been:

_____ excessive but related to your duties

_____ excessive and unrelated to your duties

_____ adequate and useful to you

_____ insufficient and unrelated to your duties

_____ insufficient but related to your duties

3. List the three most valuable courses you have had in the police academy:

4. List the three most worthless courses you have had in the police academy:

5. If you could have any course you want, describe the course which you believe would be most helpful to you in your present assignment.

6. Read each of the following statements and indicate after it whether you agree with it, disagree with it, or have no opinion.

	<u>Agree</u>	<u>Disagree</u>	<u>No opinion</u>
A. The recruit training program places too much emphasis on one way of doing the job.	_____	_____	_____
B. The recruit training program is too theoritical.	_____	_____	_____
C. The recruit training program is too structured.	_____	_____	_____
D. The older officers teach new recruits more about the use of discretion when dealing with a law breaker than he learns about it in the academy.	_____	_____	_____
E. The new recruit can learn more about how to do the right thing from the academy than from on the job training.	_____	_____	_____
F. It is important for a police officer to know how laws are made.	_____	_____	_____
G. The recruit training really helps new policement to understand people.	_____	_____	_____
H. Most citizens believe that Dayton Police Officers are well trained.	_____	_____	_____

	<u>Agree</u>	<u>Disagree</u>	<u>No opinion</u>
I. Minority group citizens believe that Dayton Police Officers are well trained.	_____	_____	_____
J. Dayton Police Supervisors are adequately trained.	_____	_____	_____
K. Supervisory skills are best taught in the classroom.	_____	_____	_____
L. Supervisors would do a better job if they had a college degree.	_____	_____	_____
M. Police training should make it easier for an officer to decide if a person is right or wrong.	_____	_____	_____
N. Police training should teach a person to be suspicious of people who he deals with.	_____	_____	_____
O. Police training helps you to identify criminals by their appearance.	_____	_____	_____
P. Police training improved your ability to tolerate people who do not like you.	_____	_____	_____
Q. Police officers should be permitted to attend college courses while on duty.	_____	_____	_____

Section III. Which of the following do you favor or believe in?

Circle "yes" or "no." If absolutely uncertain, circle "?"
There are no right or wrong answers; do not discuss; just give your first reaction. Answer all items.

1. death penalty	yes	?	no	28. fluoridation	yes	?	no
2. evolution theory	yes	?	no	29. state's rights	yes	?	no
3. school uniforms	yes	?	no	30. women judges	yes	?	no
4. striptease shows	yes	?	no	31. conventional clothing	yes	?	no
5. Sabbath observance	yes	?	no	32. teenage drivers	yes	?	no
6. beatniks	yes	?	no	33. strict segregation	yes	?	no
7. patriotism	yes	?	no	34. nudist camps	yes	?	no
8. modern art	yes	?	no	35. church authority	yes	?	no
9. self-denial	yes	?	no	36. disarmament	yes	?	no
10. working mothers	yes	?	no	37. censorship	yes	?	no
11. horoscopes	yes	?	no	38. white lies	yes	?	no
12. birth control	yes	?	no	39. spanking	yes	?	no
13. military drill	yes	?	no	40. mixed marriage	yes	?	no
14. co-education	yes	?	no	41. strict rules	yes	?	no
15. Divine Law	yes	?	no	42. jazz	yes	?	no
16. socialism	yes	?	no	43. straitjackets	yes	?	no
17. white superiority	yes	?	no	44. casual living	yes	?	no
18. cousin marriage	yes	?	no	45. required Latin in school	yes	?	no
19. moral training	yes	?	no	46. divorce	yes	?	no
20. suicide	yes	?	no	47. inborn conscience	yes	?	no
21. chaperones	yes	?	no	48. Black Power	yes	?	no
22. legalized abortion	yes	?	no	49. Bible truth	yes	?	no
23. empire-building	yes	?	no	50. pajama parties	yes	?	no
24. student pranks	yes	?	no				
25. licensing laws	yes	?	no				
26. computer music	yes	?	no				
27. chastity	yes	?	no				

Section IV. General Information. Answer all questions.

1. Approximate age: ☐ 21-25, ☐ 26-30, ☐ 31-35, ☐ 36-40,
☐ 46-50, ☐ 51 and above.
2. Height (compare to other policement): ☐ Short, ☐ Average,
☐ Tall.
3. When you first became a Dayton Police Officer, you
☐ received a pay increase of over a \$1000 a year.
☐ received a pay increase of between \$10 and \$1000 a year.
☐ received about the same pay as your previous job paid.
☐ took a pay cut of between 10\$ and \$1000 a year.
☐ took a pay cut of between \$1000 and \$5000 a year
☐ took a pay cut of over \$5000 a year.
4. How long have you been a policeman (total regardless of the number of organizations you have been employed by):
☐ less than 3 years.
☐ 3 to 6 years.
☐ 7 to 9 years.
☐ 10 to 12 years.
☐ 12 to 16 years.
☐ above 16 years.
5. What is your present rank?
☐ Patrolman ☐ Sergeant ☐ Lt. ☐ Capt. or above
☐ Civilian

6. How would you characterize your childhood economic situation:

- ☐ Poverty conditions--among the poorest families in the state.
- ☐ A little poorer than the average family in the state.
- ☐ About average for families in the state.
- ☐ A little above the average family in the state.
- ☐ Wealthy--we had plenty of money in the bank.

7. If you could not be a police officer, what career do you feel would give you the most pleasure?

8. What is the highest level of formal education you have completed?

- ☐ below high school
- ☐ high school
- ☐ one year of college
- ☐ two years of college
- ☐ three years of college
- ☐ four years of college
- ☐ over four years of college

9. Approximately how many times do you use force to effect an arrest in the average month?

- | | |
|--|---|
| <input type="checkbox"/> less than one | <input type="checkbox"/> 7 to 9 |
| <input type="checkbox"/> 1 to 3 | <input type="checkbox"/> Above 9 |
| <input type="checkbox"/> 4 to 6 | <input type="checkbox"/> Not applicable |

10. Marital status? Married ☐ Divorced ☐ Single ☐

11. Which of the following describe your father? Circle "yes" or "no." If uncertain, circle "?".

A. American Indian	yes	?	no
B. Afro-American	yes	?	no
C. Mexican American	yes	?	no
D. European American	yes	?	no
E. Puerto Rican American	yes	?	no
F. Oriental American	yes	?	no
G. Middle Eastern American	yes	?	no
H. Born in Ohio	yes	?	no
I. Born in Dayton Area	yes	?	no
J. Born in Appalachia South of Ohio	yes	?	no
K. Foreign birth place	yes	?	no
L. Born West of the Mississippi	yes	?	no
M. Very religious	yes	?	no
N. Rural	yes	?	no

12. Answer this question only if you are a Sergeant or Patrolman.

Where are you presently assigned?

☐ Field patrol

☐ Traffic enforcement or accident investigation

☐ Tactical patrol

☐ Criminal investigation

☐ Staff services

☐ Administrative services (planning, community relations, inspections)

☐ Other

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